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Calendar of the Teachers' Colleges 1968/69

Ontario
Department of Education

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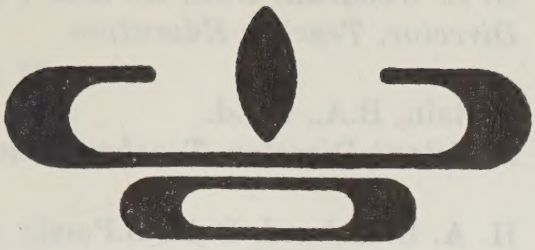

Calendar of the Teachers' Colleges

Ontario Department of Education

Circular 600, 601, 602
15,000 July, 1968

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H. H. Town, M.A.
Assistant Superintendent

Part I	(Circular 600) general information
Part II	(Circular 601) special information for the Sudbury and University of Ottawa Teachers' Colleges
Part III	(Circular 602) special information for the Primary School Specialist Certificate Course

Contents

Teacher Education Branch 2
College Year 1968-69 7
History 9

Part I

Calendar of the Teachers' Colleges 11
General Information:
- Location of Teachers' Colleges 13
- Staff 14
- Courses and Certificates 22
- Admission Requirements:
  - —Academic Requirements 23
  - —War Service Credit 24
  - —Tuberculin Test, X-Ray, Medical Examination 24
  - —Other Requirements 25
- Application for Admission 25
- Board and Lodging 25
- Duties of Students 25
- Expenses 26
- Student Organizations, Religious Instruction 26
- Financial Aid 26

Programs of Study 27
Sessional Records 28
Final Standing 28
Appeals 29
Extra-mural Candidates 29
Teachers Qualified Outside Ontario 30
Certificates 31
Courses of Study 32
Books of Reference 34

Part II

Calendar of the Sudbury Teachers' College and the University of Ottawa Teachers' College 45
- Location and Courses 47
- Conditions of Admission 47
- Other Requirements 48

Programs of Study 48
Sessional Records 50
Final Standing 50
Appeals, General Information 52
Courses of Study, One-year Course 53
Courses of Study, Two-year Course, First Year 55
Courses of Study, Two-year Course, Second Year 57
Books of Reference 59

Part III

Calendar of the Primary School Specialist Certificate Course 63
Locations 65
Conditions of Admission 65
Application Forms 65
Session, Terms, Duties of Students, etc. 66
Program of Study 66
Sessional Records 66
Final Standing 66
Appeals 67
Extra-mural Candidates 67
Permanent Certificates 67
Courses of Study:
501 Educatonal Psychology 68
502 School Management 68
503 History of Primary Education 69
504 English 69
505 Arithmetic 69
506 Social Studies 69
507 Health 70
508 Science 70
509 Art 70
510 Music 70
511 Library Methods 71
Religious Education 71
Religious Instruction 71
Books of Reference 72

College Year 1968 - 1969

	September					October					November				
S	1	8	15	22	29	6	13	20	27		3	10	17	24	
M	2	9	16	23	30	7	14	21	28		4	11	18	25	
T	3	10	17	24		1	8	15	22	29	5	12	19	26	
W	4	11	18	25		2	9	16	23	30	6	13	20	27	
T	5	12	19	26		3	10	17	24	31	7	14	21	28	
F	6	13	20	27		4	11	18	25		1	8	15	22	29
S	7	14	21	28		5	12	19	26		2	9	16	23	30

	December					January					February				
S	1	8	15	22	29	5	12	19	26		2	9	16	23	
M	2	9	16	23	30	6	13	20	27		3	10	17	24	
T	3	10	17	24	31	7	14	21	28		4	11	18	25	
W	4	11	18	25		1	8	15	22	29	5	12	19	26	
T	5	12	19	26		2	9	16	23	30	6	13	20	27	
F	6	13	20	27		3	10	17	24	31	7	14	21	28	
S	7	14	21	28		4	11	18	25		1	8	15	22	

	March					April					May				
S	2	9	16	23	30	6	13	20	27		4	11	18	25	
M	3	10	17	24	31	7	14	21	28		5	12	19	26	
T	4	11	18	25		1	8	15	22	29	6	13	20	27	
W	5	12	19	26		2	9	16	23	30	7	14	21	28	
T	6	13	20	27		3	10	17	24		1	8	15	22	29
F	7	14	21	28		4	11	18	25		2	9	16	23	30
S	1	8	15	22	29	5	12	19	26		3	10	17	24	31

College Year 1969 - 1970

	September					October					November				
S	7	14	21	28		5	12	19	26		2	9	16	23	30
M	1	8	15	22	29	6	13	20	27		3	10	17	24	
T	2	9	16	23	30	7	14	21	28		4	11	18	25	
W	3	10	17	24		1	8	15	22	29	5	12	19	26	
T	4	11	18	25		2	9	16	23	30	6	13	20	27	
F	5	12	19	26		3	10	17	24	31	7	14	21	28	
S	6	13	20	27		4	11	18	25		1	8	15	22	29

	December					January					February				
S	7	14	21	28		4	11	18	25		1	8	15	22	
M	1	8	15	22	29	5	12	19	26		2	9	16	23	
T	2	9	16	23	30	6	13	20	27		3	10	17	24	
W	3	10	17	24	31	7	14	21	28		4	11	18	25	
T	4	11	18	25		1	8	15	22	29	5	12	19	26	
F	5	12	19	26		2	9	16	23	30	6	13	20	27	
S	6	13	20	27		3	10	17	24	31	7	14	21	28	

	March					April					May					
S	1	8	15	22	29	5	12	19	26		3	10	17	24	31	
M	2	9	16	23	30	6	13	20	27		4	11	18	25		
T	3	10	17	24	31	7	14	21	28		5	12	19	26		
W	4	11	18	25		1	8	15	22	29	6	13	20	27		
T	5	12	19	26		2	9	16	23	30	7	14	21	28		
F	6	13	20	27		3	10	17	24		1	8	15	22	29	
S	7	14	21	28		4	11	18	25		2	9	16	23	30	

Calendar of the Provincial Teachers' Colleges

College Year 1968-69

First term opens	Sept. 10, 1968
First term closes	Dec. 20, 1968
Christmas vacation	Dec. 21, 1968 -Jan. 5, 1969
Second term opens	Jan. 6, 1969
Second term closes	March 14, 1969
Vacation	March 15, -March 23, 1969
Third term opens	March 24, 1969
Third term closes	June 2, 1969

College Year 1969-70

First term opens	Sept. 9, 1969
First term closes	Dec. 19, 1969
Christmas vacation	Dec. 20, 1969 -Jan. 4, 1970
Second term opens	Jan. 5, 1970
Second term closes	March 20, 1970
Vacation	March 21, -March 29, 1970
Third term opens	March 30, 1970
Third term closes	June 1, 1970

History

"The word *Normal* signifies 'according to rule, or principle,' and is employed to express the systematic teaching of the rudiments of learning. . . . A Normal School . . . is a school in which the principles and practice of teaching according to rule are taught and exemplified." Thus spoke—in Toronto, on Nov. 1, 1847—Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, at the opening ceremony of the first Normal School in this province for the training of teachers. With the passing of the years, as emphasis in teacher education moved from the study of "teaching according to rule" to the study of the children to be taught, the word *Normal* became less descriptive of the purpose of schools for the professional education of teachers. Because of this, the use of the name *Normal School* was discontinued in 1953, and the name *Teachers' College* was adopted in its place.

For the first four years of its existence the Normal School in Toronto was accommodated in temporary quarters, but in 1852, it was moved to its own building on Church and Gould Streets where it continued to serve Ontario for almost ninety years.

In 1847, admission to the Normal School was restricted to men, but in the second session women also enrolled. The course was short — only five months in duration—but the graduates did such superior work in the schools that the policy of providing professional education for teachers became firmly established.

A second Normal School was opened in 1875 at Ottawa, and a third, in 1900, at London. At all three institutions the practice of holding two Normal School sessions each year gave way in 1903 to the policy of having one session lasting the full school year. Decision was reached in 1907 to establish Normal Schools at Hamilton, Peterborough, Stratford and North Bay. The first three of these opened in September, 1908, and the fourth in September, 1909. In 1927, the University of Ottawa Normal School was established for the professional education of teachers for elementary-school classrooms attended by French-speaking pupils. In these classes, both English and French are used as languages of instruction in various subjects of the courses of study. The Sudbury Teachers' College, which was instituted in 1963, offers a similar program.

The one-year Second Class Certificate Course, offered at the University of Ottawa and Sudbury Teachers' College since their inception, was discontinued at Ottawa in 1966 and at Sudbury in 1967. In replacing this course, a two-year course leading to an Interim Elementary School Teacher's Certificate was established in 1966 at the University of Ottawa Teachers' College and in 1967 at the Sudbury Teachers' College.

A two-year course was introduced in the provincial Normal Schools in the school year 1927-28, but in 1934-35 the second year of the course was discontinued. From 1954 to 1962 a completing one-year course was offered for students holding the Secondary School Graduation Diploma of the General Course who had attended two Pre-Teachers' College Summer Courses and who had taught successfully in the public or separate schools of Ontario for two years on Temporary Certificates. A

two-year course for students holding the Secondary School Graduation Diploma of the General Course was introduced in 1953. The first year of this course was discontinued in 1965, and the second year was discontinued in 1966. A one-year course is now offered to applicants holding the required Grade 13 standing or higher academic qualifications.

In 1914, a course for training kindergarten-primary teachers was established at the Toronto Teachers' College and replaced, in 1939, by the Primary School Specialist Certificate Course. This course was extended in September, 1966 to include the Hamilton and Ottawa Teachers' Colleges. Since 1952, the Toronto Teachers' College has offered a course in home economics to graduates of the two-year course in Home Economics at the Ryerson Polytechnical Institute. This course, taken during the same year as the regular One-year Course, leads to a certificate in Intermediate Home Economics.

In 1964, a special course leading to a certificate as Teacher of French to English-speaking Pupils in Elementary Schools was offered as an option at the Ottawa Teachers' College and was extended, in 1965, to include Colleges at Toronto, New Toronto, (Lakeshore) and Windsor, and in 1966, to include the Hamilton and London Colleges. This course is now offered at eight of the eleven English-speaking Colleges. Beginning in September, 1966, an optional course leading to an Elementary Vocal Music Certificate, Type B, was introduced at the Hamilton, Lakeshore, London, North Bay, Ottawa, Stratford, Toronto and Windsor Teachers' Colleges. It is now offered at all Teachers' Colleges where there are sufficient numbers of applicants.

Expansion of the provincial school system following the Second World War has required expansion of facilities for teacher education. New buildings for Teachers' Colleges have been provided in Toronto (1955), Hamilton (1957), and London (1958). Five additional Colleges have been instituted—the Lakeshore Teachers' College in New Toronto (1959), the Lakehead Teachers' College (1960), the Windsor Teachers' College (1962), the Sudbury Teachers' College (1963), and the St. Catharines Teachers' College (1965).

When the education of teachers began in the province, the course was largely academic in nature. After 1870, increasing emphasis was placed on methods of teaching. In recent years, child study has come to the fore in order that teachers may be better prepared to guide the all-round development of the individual child. To increase the student's opportunity for experience with children, provision is now made for extended periods of continuous practice teaching in elementary school classrooms.

The education of a nation's children is the teacher's task. To give the best preparation possible for the discharge of this responsibility is the continuing aim of colleges for the education of teachers in Ontario.

Part I

Calendar of the Teachers' Colleges

General Information

Location of the Teachers' Colleges

Ontario is divided into eleven districts served by Teachers' Colleges in Hamilton, London, New Toronto (Lakeshore), North Bay, Ottawa, Peterborough, Port Arthur (Lakehead), St. Catharines, Stratford, Toronto and Windsor. In addition, the Sudbury Teachers' College and the University of Ottawa Teachers' College (See Part II, page 45) provide for the education of teachers for elementary-school classrooms attended by French-speaking pupils where both English and French are used as languages of instruction in various subjects of the course of study. Applicants are assigned to the Teachers' College in their own district in order that the enrolment may be distributed fairly among the Colleges. The addresses of the Teachers' Colleges are as follows:

Hamilton Teachers' College
King St. W., Hamilton

Lakehead Teachers' College, Oliver Road,
Postal Address: P.O. Box 1197, Port Arthur

Lakeshore Teachers' College
3199 Lake Shore Blvd. W., Toronto 14

London Teachers' College
1201 Western Road, London

North Bay Teachers' College, 168 First Ave., W.
Postal Address: P.O. Box 270, North Bay

Ottawa Teachers' College
195 Elgin St., Ottawa

Peterborough Teachers' College
100 Benson Ave., Peterborough

St. Catharines Teachers' College
Brock University, 390 Glenridge Ave., St. Catharines

Stratford Teachers' College
Water Street, Stratford

Sudbury Teachers' College
Room A211, Laurentian University, Ramsey Lake Road, Sudbury

Toronto Teachers' College
951 Carlaw Ave., Toronto 6

University of Ottawa Teachers' College
115 Wilbrod St., Ottawa

Windsor Teachers' College
600 Third Concession Road, Windsor

Staff

Hamilton Teachers' College

A/Principal *R. H. Brayford,* B.A., B.Paed.
A/Vice-Principal *N. H. Stevenson,* B.A., M.Ed.
Secretary *Miss A. V. Morgan*
Librarian *Miss Louisa Moisley,* B.A., B.L.S.

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R. C. Henderson, B.A., B.Ed.
P. Holmes, B.A., M.Ed. (on loan from Niagara Falls D. Board)
W. B. MacDonald, B.A., M.Ed.
D. S. McAuley, B.A.
H. Petkau, B.A.
W. B. Poole, B.A.
D. R. Sypes, B.A., M.Ed.

Stratford Teachers' College

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Vice-Principal *R. A. Oliver,* B.A., B.Ed.
Secretary *Miss E. J. Scrimgeour*
Librarian *Mrs. M. Davis,* B.A., A.L.A.

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S. R. Beisel, B.A., M.Ed.
C. W. Briggs, B.A., B.Paed.
R. J. Ireland, B.A., M.Ed.
J. L. Johnson, B.A.
H. M. Leatham, B.A.
L. R. MacKenzie, B.A.
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S. R. Miller, B.A.
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J. W. Opper, B.A., M.Ed.
Miss W. Pauli, M.A.
J. D. Staples, B.A., A.T.C.M., F.T.C.L.
R. M. Woods, B.A., M.Ed.

Sudbury Teachers' College

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Vice-Principal *L. M. A. Emery,* B.A.
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Librarian *Miss S. Dufresne*

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P. G. Demers, B.A.
J. J. C. Gagné, B.A.
M. Giroux, B.A.
M. Lefebvre (on loan from R.C.S.S. Board of Sudbury)
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Mrs. E. M. Pharand, B.A.
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R. W. Rancourt, B.A.
Miss M. L. Raymond, B.A.
J. C. Thibault, B.A.

Toronto Teachers' College

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Vice-Principals *R. E. Boden,* B.A., M.Ed.
B. W. Monday, B.A., M.Ed. (on loan)
C. W. Percival, B.A., M.Ed.
Secretary *Mrs. G. Denovan*
Librarians *R. P. Wood,* B.A., B.L.S.
W. Redenstan, M.A., B.L.S.

Instructional Staff

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Miss M. P. Bainbridge, M.A., B.Paed.
J. W. A. Barrett, B.A., M.Ed.
Miss R A. Belfry, B.A., M.Ed.
Miss K. A. Bennett, B.A., B.Ed., A.R.CT.
W. E. Bingham, B.A.
G. J. B. Bradshaw, B.A.
W. E. Brophy, B.A., M.Ed.
W. Currie, B.A., M.Sc.
H. L. Chessum, B.A., B.Ed.
H. J. Dick, B.A.
Mrs. C. M. Dubois, B.A.
G. C. Edwards, B.A.
Mrs. J. C. Elves, M.A.
J. W. Fair, B.A., B.P.E., B.Ed.
Miss H. Fletcher, B.A., M.Ed
I. D. Fraser, B.A., A.T.C.L.
Miss D. C. Fuller, B.A.
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E. D. Gillespie, M.A., Ed.D.
R. I. Greene, B.A., M.Ed.
G. J. Hamden, B.A.
Mrs. E. L. Hanna, Reg. N., B.Sc.N.
J. R. Harrison, B.A., B.Ed
T. A. Hodgins, B.A., M.Ed.
W. J. Holtham, B.A., M.Ed.
Miss J. M. Horne, B.A., M.Ed., A.O.C.A.
Mrs. P. J. Hughes, B.A., M.Ed.
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J. F. Laforet, B.A., M.Ed.
W. D. Lea, B.A., A.R.C.T., L.T.C.L.
J. T. Lewis, B.A., M.Ed.
K. Liikson, B.A. (on loan from Toronto Board)
W. P. Lipischak, B.A., B.Ed. (on loan to External Aid)
D. W. MacDonald, B.A., M.Ed. (on loan from Scarborough Board)
C. D. MacNeil, B.A., M.Ed.

Miss N. Mallette, B.A. (on loan from Toronto Board)
C. A. Manahan, B.A., M.Ed.
Miss F. S. Marsden, B.A., M.Ed.
W. R. Marshall, B.A., M.Ed.
R. J. McCall, B.A., M.Ed.
E. C. M. McDonald, B.A., M.Ed.
J. M. McInnes, B.A.
Miss C. I. McIntyre, B.A., M.Ed.
K. B. McKay, B.A.
D. S. McKee, B.A.
J. P. Mergl, B.A., M.Ed.
F. W. Milner, B.A.
A. F. Ogden, B.A.
G. W. Penrose, B.A., M.Ed.
W. J. A. Phillips, B.A.
Miss M. M. Power, B.A., M.Ed.
O. G. Rogers, B.A.
Miss V. Ruddell, B.A., B.P.H.E.
R. G. Sheridan, B.A.
E. J. Simpson, B.A., B.Ed.
A. E. Skinner, B.A.
A. H. Stahlke, B.A., M.Ed.
Miss S. Stanley, B.A., M.Sc.
Miss H. Stoicheff, B.A., M.Ed.
Miss J. Swanson, B.A., B.Ed. (on loan from North York Board)
Mrs. R. J. Turner, B.A., A.T.C.M., Mus.G. (Paed.), A. Mus.
G. E. Walford, B.A., M.Ed.
Mrs. M. E. White, B.A.
E. H. Wiley, B.A.
Miss A. Y. Wilson, B.A., M.Ed.
E. M. Woodger, B.A., M.Ed.
Miss M. H. Young, B.A., M.Ed.

University of Ottawa Teachers' College

Principal *L. P. Pigeon,* B.A., B.Paed., Ph.L., Lic.Paed.
Vice-Principal *E. Dubois,* B.A.
Secretary *Miss A. M. I. Parent,* B.A.
Librarian

Instructional Staff

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M. Boulay, B.A.
Sister Alice Cayen, B.A., B.Ed.
Miss R. G. DeGuire, B.A.
Mrs. M. A. Desvergnes, B.A.
J. R. S. Doyle, B.A.
J. E. A. Godbout, B.A., Ph.L., B.Paed.
Mrs. C. Lacroix
J. R. Lavigne, B.A., B.Ph., M.Ed.
J. A. Leclerc, B.A.
Mrs. J. Martin, B.A., A.R.C.T.

Miss L. McMullen, B.Sc.N., M.A.
J. Riel, B.A.
H. R. Sabourin, B.A., B.Ph.
Miss R. Séguin, B.A.
P. Xatruch, B.A., B.Ed.

Windsor Teachers' College

Principal *R. S. Devereux,* M.A.
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Instructional Staff

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G. A. Broad, B.A., B.Ed.
B. F. Carson, B.A.
Miss M. A. Buck
G. England, B.A., M.Ed.
V. R. Fathers, B.A., B.Ed. (on loan to External Aid)
Mrs. G. A. K. Foster, B.A.
E. Kinnin, BA., M.Ed.
A. P. Knight, B.A.
J. H. Lennon, B.A.
Miss J. E. McAnsh, B.Sc., M.Ed.
J. H. Nephew, B.A., B.Ed.
W. E. Stadder, B.A.
R. T. Steeves, B.A, B.Ed.
J. C. Tisdale, B.A., M.Ed.
F. S. Toll, B.A., B.Ed.

Courses and Certificates

A One-year Course leading to a certificate valid for teaching for five years in the public and separate schools of Ontario is offered at each of the Hamilton, Lakehead, Lakeshore, London, North Bay, Ottawa, Peterborough, St. Catharines, Stratford, Toronto and Windsor Teachers' Colleges. Applicants for admission to this course must hold the required Grade 13 standing or equivalent or higher qualifications.

The One-year Course leads to an Interim Elementary-School Teacher's Certificate, Standard 1, Standard 2, Standard 3 or Standard 4, depending upon the academic qualifications of the candidate. The Interim Elementary-School Teacher's Certificate, Standard 1, is the certificate which will be granted to successful candidates holding the minimum academic admission requirements for the course. The Standard 2 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, has credit in five acceptable university subjects beyond the Grade 13 level. The Standard 3 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, has credit in ten acceptable university subjects beyond the Grade 13 level. The Standard 4 certificate may be granted to a successful candidate

who, in addition to being eligible to receive the Standard 1 certificate, holds an acceptable Bachelor of Arts or Bachelor of Science degree from an Ontario university or a degree the Minister deems equivalent thereto.

The requirements for proceeding from an Interim Elementary-School Teacher's Certificate, Standard 1, to Standard 2, Standard 3 and Standard 4 are outlined in Circular 635, *Memorandum re Changes in Certification of Elementary-School Teachers*, a copy of which may be obtained from the Deputy Minister of Education, 44 Eglinton Ave. W., Toronto 12.

In addition to the basic courses previously mentioned, specialized courses are offered at some Teachers' Colleges, provided sufficient numbers of candidates apply. A Primary Specialist Certificate Course, which prepares teachers for teaching in Junior and Senior Kindergartens and in Grades 1 and 2, is offered at the Hamilton, Ottawa and Toronto Colleges. Graduates of the Two-year Course in Home Economics at the Ryerson Polytechnical Institute may take an Intermediate Home Economics Certificate Course, at the Toronto Teachers' College only, during the same year as the regular One-year Course. Candidates enrolled in the Intermediate Home Economics Certificate Course will be required to obtain standing in a final examination in this subject, to be written during the last two weeks of the second term on the date and at the hour set by the Department of Education. A course leading to a certificate as Teacher of French to English-speaking Pupils in Elementary Schools is offered at the Hamilton, Lakehead, Lakeshore, London, North Bay, Ottawa, Toronto and Windsor Teachers' Colleges for applicants who meet the admission requirements. Candidates enrolled in this course will be required to obtain standing in a final examination in this subject, to be written during the last two weeks of the second term on the date and at the hour set by the Department of Education. A course leading to an Elementary Certificate in Vocal Music, Type B, is offered at Colleges where the number of applicants justifies its establishment. Candidates enrolled in this course will be required to obtain standing in a final examination in this subject, to be written during the last two weeks of the second term on the date and at the hour set by the Department of Education.

During the year 1968-1969, courses leading to an Interim Elementary School Teacher's Certificate, Standard 4, will be offered to students who hold acceptable university degrees, provided sufficient numbers of candidates apply.

Applicants for courses at the Sudbury Teachers' College and the University of Ottawa Teachers' College should consult Part II of this Calendar which contains information pertaining to those Colleges. Applicants for the Primary Specialist Course should consult Part III.

Admission Requirements

Academic Requirement

The academic requirement in September, 1968, for admission to the One-year Course leading to an Interim Elementary-School Teacher's Certificate is standing in Grade 13 English and five additional credits (in the case of the Sudbury Teachers' College and the University of Ottawa Teachers' College, applicants will require Grade 13 English and français, and three additional credits) or a degree approved by the Minister from a university in the Commonwealth.

For admission to a Teachers' College, the following three-hour Grade 13 examinations, if written successfully, will count as two credits: English, français,

French, German, Greek, Italian, Latin, Russian, Spanish, Mathematics A and Mathematics B; and the following Grade 13 examinations, if written successfully, will count as one credit: History, Geography, Algebra, Geometry, Trigonometry and Statics, Mathematics of Investment, Physics, Chemistry, Biology, Botany, Zoology, Accountancy Practice, Secretarial Practice, Music, Art and the Composition, Authors, or Literature part of a language written prior to 1966. An applicant, however, may not claim more than two credits for standing in any one language, more than two credits for any combination of Botany, Zoology and Biology, or more than three credits for standing in Mathematics.

In lieu of the Grade 13 standing outlined above, an applicant may forward evidence of successful completion of any *one* of the following:

1 the Preliminary Year at the University of Windsor, including English 5;

2 the Qualifying Year at Carleton University, including English 10;

3 the Pre-University Year at the University of Ottawa, including English 0402 and 0422; (or, for admission to the Sudbury Teachers' College and the University of Ottawa Teachers' College, if English 0402 and 0422, or Anglais 0422, and français 0412 and 0432 are included);

4 the Preliminary Year at the Laurentian University of Sudbury, including English 1, or English 2 and 3; (or, for admission to the Sudbury Teachers' College and the University of Ottawa Teachers' College, if English 1, or English 2 and 3, and français 1 or français 2 and 3 are included);

5 the Preliminary Year at Waterloo University College of Waterloo Lutheran University, including English 10;

6 the Preliminary Year of Brescia College, affiliate of the University of Western Ontario, including English;

7 standing as an Associate of the Ontario College of Art;

8 a two-year course or a three-year course at a College of Applied Arts and Technology or at the Ryerson Polytechnical Institute, provided the applicant holds at least a 60% average in the subjects of the second year.

NOTE: A graduate of the Two-year Course in Home Economics (Teachers' College option) at the Ryerson Polytechnical Institute will be admitted to the Intermediate Home Economics Course which will be offered at the Toronto Teachers' College only.

War Service Credit

Special provisions are made for the admission to the One-year Course at a Teachers' College of persons with service in the Forces during the Second World War. Ex-servicemen and ex-servicewomen who wish to attend a Teachers' College and who hold at least Grade 12 standing are advised to write to the Registrar of the Department of Education, 44 Eglinton Ave. W., Toronto 12, stating the secondary school standing held and making clear the nature and duration of their war service.

Tuberculin Test, X-ray, Medical Examination

Before final admission to the Course, proof of freedom from active tuberculosis must be established. Arrangements for a tuberculin test, and an X-ray if necessary, will be made at the Teachers' College during the opening days of the Course.

Where during the Course the Principal recommends to the Minister that a

teacher-in-training be required to undergo a further medical examination, the Minister may order a medical examination for the teacher-in-training and appoint a duly qualified practitioner to conduct the examination.

Where the medical practitioner certifies that the teacher-in-training is medically unfit, the Minister shall direct the Principal to notify the teacher-in-training of his exclusion.

Where an applicant is excluded, the Minister shall refund to the applicant the return coach-class railway fare or bus fare between the centre at which the Course is offered and the station nearest the applicant's place of residence in Ontario, and a sum for board and lodging at the rate of $1 a day from the date the applicant began attendance at the Course until the date he was notified of his exclusion by the Principal.

Other Requirements

An applicant for admission to a Teachers' College must submit evidence that he is a Canadian citizen or a "landed immigrant".

An applicant is also required to forward (i) a certificate from the Deputy Registrar-General of Births, 70 Lombard St., Toronto, stating the place and date of his birth, and (ii) a certificate from a clergyman or other competent authority that the applicant is of good moral character. NOTE: Applicants born outside Ontario must submit an original birth certificate or other evidence of birth acceptable to the Minister.

Each applicant for admission to a Teachers' College must be interviewed by a representative or by representatives of a Teachers' College Committee of Selection. Individual interviews will be arranged, through the offices of the principals of the secondary schools, during the last three or four months of the school year. Applicants not in attendance at a secondary school should write to the Teachers' College of their district, as early as possible in the calendar year, regarding arrangements for an interview.

Application for Admission

An application form for admission to a Teachers' College may be obtained from the Principal of a Teachers' College after April 1. (The names and addresses of the Teachers' Colleges are listed on page 13.) The completed application form should be returned to the Principal concerned, before August 1, with certificates of birth, character, and academic standing.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. *The card should be taken by the applicant to the Teachers' College when he reports on opening day.*

Board and Lodging

The Principal of the Teachers' College will forward a list of boarding-houses on request.

Duties of Students

Students shall be regular and punctual in attendance.

Students are required to board and lodge at such houses only as are approved by the Principal.

Students whose conduct, attendance or progress is unsatisfactory may, after a

hearing, be suspended from the College by the Principal. Where the Principal suspends a student, he shall notify the Minister of Education who shall remove, confirm or modify the suspension or dismiss the student from the course.

Expenses

No tuition fees are charged for the Teachers' College course. Students whose homes are not in a Teachers' College centre will have the expense of room and board, and all students will be responsible for travelling and living expenses incurred during any weeks of continuous practice teaching in classrooms located outside the Teachers' College centre. The cost of textbooks, note-books and supplies should not exceed $75 for the year. The fees of student organizations to defray the cost of extra-curricular activities are approximately $12.

Student Organizations

The social, athletic and cultural program of the Teachers' College outside class hours is largely under the direction of the students themselves through their extra-curricular organizations. In the interests of their own personal development, students are encouraged to take part in the various activities sponsored by these societies and groups.

Religious Instruction

Religious instruction for students in attendance will be provided by local clergymen of the different denominations.

Financial Aid

A student planning to attend a Teachers' College may apply for financial assistance under the Province of Ontario Student Awards Program. Application forms may be obtained from the Principal of the secondary school and, when completed, forwarded to the Principal of the local Teachers' College. Applicants not attending a secondary school may obtain complete details concerning the program and application forms from the Principal of the Teachers' College in their district.

An Ontario Scholarship having the value of $150 will be awarded to any student who obtains an average of 80 per cent or more in achieving seven Grade 13 credits in June, 1968. Two of the credits must be in English or français. As the award is made automatically to all Grade 13 students who attain the necessary academic standing, no application is necessary. Ontario Scholarship winners are eligible to apply for further assistance, if necessary, under the Province of Ontario Student Awards Program.

Programs of Study

One-year Course, and Course for University Graduates

The program of study shall be as follows:

Group 1 *Foundations of Education:* Philosophy in Education; Psychology in Education.

Group 2 *Curriculum:* Administration; Teaching Methods; Construction and Content.

Group 3 Library Services; Religious Education; Religious Instruction.

Group 4 Directed observation and practice teaching in elementary shools.

The program of study is designed to prepare students to teach in the Primary and Junior Divisions and Grades 7 and 8 of the Intermediate Division of the elementary school. While detailed treatment of the work of the Kindergarten and of Grades 9 and 10 will not be required, attention will be directed to the place of the Kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in the various Divisions of the elementary school. Observation and practice teaching in Grades 9 and 10 will not be required.

Students who exhibit marked deficiencies in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, may be organized into groups under the guidance of the staff for the purpose of planning and carrying out a program of self-improvement.

Sessional Records

Sessional records will consist of the records of term examinations, oral and written class tests and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student who in any examination subject taken at a Teachers' College obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from writing the final examination in the subject.

Final Standing

The five final examination papers in Group 1 and Group 2 of the One-year Course and Course for University Graduates will be prepared by the staff of each Teachers' College and will be written during the last two weeks of the third term on the dates and at the hours set by the Department of Education.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for the sessional record and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose the maximum of marks in the case of each paper will be 200.

One-year Course, and Course for University Graduates

The five final examination papers of the One-year Course and the Course for Graduate Students shall be those indicated in Group 1 and Group 2.

A candidate in the One-year Course or the Course for University Graduates who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group 1 and Group 2, and who obtains pass standing in practice teaching shall, on the recommendation of the staff, be granted an Interim Elementary School Teacher's Certificate.

A candidate enrolled in the Intermediate Home Economics Certificate Course, the Elementary Vocal Music Course, Type B, or the French course will be required to write sessional and final examinations in his particular subject. Such candidate who is otherwise qualified and who obtains 66 per cent of the marks assigned to Intermediate Home Economics, Music, or French on the sessional records may, on the recommendation of the staff, be exempted from the final examination in that subject.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the One-year Course or the Course for University Graduates and who passes in practice teaching may write supplementary examinations during August, 1969, on the dates and at the hours set by the Department of Education. A candidate who fails in one final examination or one supplementary examination paper may be exempted from further attendance and may complete his standing by passing at one or more future examinations the final paper in the subject in which he failed.

A candidate in the One-year Course or the Course for University Graduates who fails in practice teaching, or who passes in practice teaching but fails in two

or more final examination subjects of Group 1 and Group 2, or in two supplementary examinations written in August, 1969, may complete his standing by repeating attendance at a subsequent January to June term, preferably at a different Teachers' College from that previously attended, and by passing in the practice teaching and final examinations of that term. Such students are advised, however, to repeat the entire session if possible.

Appeals

Provided he has passed in practice teaching, a candidate who has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, 44 Eglinton Ave. W., Toronto 12, accompanied by a fee of $2 per paper made payable to The Treasurer, Province of Ontario. This fee will be returned to the candidate if the appeal is sustained. NOTE: In the case of August supplementary examinations, an appeal will not be granted.

Extra-mural Candidates

Extra-mural candidates who plan to write all or certain of the final examinations at a Teachers' College should apply for permission to do so to the Deputy Minister, Department of Education, 44 Eglinton Ave. W., Toronto 12, before April 12. Extra-mural candidates residing in the counties of Southern Ontario will write the examinations at a Teachers' College. Extra-mural candidates residing in the Districts of Northern Ontario may obtain permission to write at the North Bay Teachers' College, the Lakehead Teachers' College, the Sudbury Teachers' College or at the office of the area superintendent of schools. If the latter arrangement is desired, a specific request to do so should be included in the letter to the Deputy Minister. Upon receiving written permission to write the final examinations, the applicant should file his letter with the Principal of the Teachers' College at which he plans to write with the request that he be supplied with any available assistance for extra-mural candidates.

Certification of Teachers Qualified Outside Ontario

A person who is qualified as a teacher in another educational system and who wishes to become certified for teaching in Ontario, should forward official evidence of his academic and professional standing and the names and addresses of his last inspector and employer to the Deputy Minister of Education, 44 Eglinton Ave. W., Toronto 12, as early as possible in the school year with a request that he be granted a Letter of Standing. Such Letter of Standing is valid for teaching in the elementary schools of Ontario until the close of the school year in which it is issued. If a person holding such letter obtains a teaching position in Ontario and it is certified by his superintendent of schools at the close of the teaching year that he is suitable in every way to teach in the province, he may be granted an Interim Second Class Certificate or an Interim Elementary School Teacher's Certificate valid for teaching in the elementary schools of the province.

In the case of a person qualified as a teacher in a foreign country where English is not the mother tongue, the applicant must be interviewed by a committee set up for the purpose in the Department of Education, 44 Eglinton Ave. W., Toronto 12. This committee may recommend the acceptance or rejection of the applicant, and may advise with regard to the further preparation required for certification as a teacher in Ontario.

Certificates

Candidates Holding High School Assistant's Certificates

A candidate who holds an Interim High School Assistant's Certificate may qualify for an Interim Elementary-School Teacher's Certificate by attending a Teachers' College for the January to June term and by passing in practice teaching and in the final examinations in Group 1 and Group 2 of the One-year Course for an Interim Elementary-School Teacher's Certificate.

The holder of a Permanent High School Assistant's Certificate may, upon accepting a contract from a board to teach in the grades of an elementary school, be granted an Interim Elementary-School Teacher's Certificate, Standard 4.

Candidates Holding Permanent Elementary-School Certificates, Standard 4

The holder of a Permanent Elementary-School Teacher's Certificate, Standard 4, may, upon accepting a contract from a board to teach in the grades of a secondary school, be granted an Interim High School Assistant's Certificate, Type B.

Candidates Holding Permanent Primary School Specialist's Certificates

A candidate who holds a Permanent Primary School Specialist's Certificate may qualify for an Interim Elementary-School Teacher's Certificate by passing the final examinations in Group 1 and Group 2 of the One-year Course.

Additional Professional Certificates

The Department of Education offers summer courses in a wide range of subjects, including Art, Audio-Visual Methods, Auxiliary Education, Elementary School Teacher Librarians, Guidance, Industrial Arts, Intermediate Education, Mathematics, Junior Education, Language Arts, Music, Physical and Health Education, Primary Methods, Teaching French to English-speaking Pupils in Elementary Schools, and Teaching the Deaf. Each course leads to a special certificate in a particular subject area.

As summer courses are offered in many different centres throughout the province each year, teachers have a choice of centre as well as of subject. Summer courses, up to a maximum of five, may be used to upgrade an Elementary-School Teacher's Certificate to Standard 2 or Standard 3.

Information concerning the courses offered during the summer of 1969 will be sent to Teachers' Colleges early in 1969.

Permanent Certificates

The requirements for proceeding from an Interim Elementary-School Teacher's Certificate to a Permanent Elementary-School Teacher's Certificate are outlined in Circular 614, *Memorandum Re Basic Teaching Certificates Valid in Elementary Schools,* a copy of which may be obtained from the Deputy Minister of Education, 44 Eglinton Ave. W., Toronto 12.

Courses of Study
One-year Course and Course for University Graduates

GROUP 1

FOUNDATIONS OF EDUCATION:

Philosophy in Education

A preliminary study of the philosophical background of modern educational problems aimed at encouraging the student to think critically about contemporary theories and issues in education.

Psychology in Education

A preliminary study of child growth and development, the learning process, and their implications for the elementary school teacher.

GROUP 2

CURRICULUM:

Administration

A study of the role of the teacher and his relationship with pupil, school and society: the Ontario Educational System, School Laws and Regulations; administration of classrooms; grouping of pupils; maintenance of school records; relationships with employers, supervisory personnel, colleagues, parents and community agencies; educational and professional organizations; teacher's professional growth.

Teaching Methods

A critical examination of those teaching procedures which apply to all aspects of the curriculum: *Elements:* teacher preparation and planning, motivation and rapport, timing and sequence, questioning, consolidation, pupil records; *Procedures:* development of skills, knowledge, appreciations, attitudes: induction-deduction, discussion, drill, review, project and enterprise, field trip and excursion, research, discovery, programmed learning; *Resources:* use of audio-visual materials, traditional and modern; *Evaluation:* testing, diagnostic and remedial procedures; *Integration of the Curriculum.*

Construction and Content

A more detailed study of the aims, scope, content, sequence, and construction of the following subjects of the curriculum of the Primary, Junior and Intermediate Divisions of the elementary school, with special emphasis on curriculum building, unit planning, flexibility of methods to meet interests and needs of individual children, methods and materials particular to each subject.

English: development of the interrelated skills of speaking, listening, writing and reading with particular emphasis on current practices in beginning reading; individual differences in reading ability; the development of appreciation and taste for literature; contemporary resources in children's verse, fiction, and non-fiction; creative and utilitarian writing; handwriting; spelling, usage and grammar as functions of children's needs in communication.

Mathematics: the underlying structures and unifying principles of mathematics and the development of children's basic mathematical concepts; an investigation of current teaching approaches which link mathematical understanding to child development.

Social Studies, History and Geography: development of children's understanding of man's relationship with his environment in the past and in the present, particularly his relationship with his fellow men; insight into other cultures; understanding of privileges and responsibilities of citizenship; awareness of current local, national and international problems.

Science: development of an expanding curriculum based upon each child's direct contact with selected materials in his environment; the provision of individual and group learning experiences inside and outside the College in discovering and applying scientific data and principles.

Art: the philosophy and characteristics of contemporary art education; the development of child growth in art; experience with varied two and three-dimensional media; appraisal of children's art; acquaintance with the community's art resources.

Music: development of child's growth in music; teaching by rote and by note; experience in ear-training, sight singing, part-singing, and conducting; development of music appreciation; familiarity with suitable song material.

Health: planning experiences to develop the child's concept of healthful living; helping to create healthful classroom, school, home and community environments.

Physical Education: activities to provide for the child's physical growth and development; experiences as participant and leader in games, dance and gymnastics; selecting, ordering and maintaining equipment; safety procedures; co-curricular programmes.

GROUP 3

Library Services: an examination of the facilities of the Teachers' College library; the functions of the elementary school library, the public library, and the travelling library.

Religious Education: a study of methods related to religious exercises and religious education in the Public Schools.

Religious Instruction: (to be provided by local clergymen).

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Part II

Calendar of the Sudbury Teachers' College and University of Ottawa Teachers' College

The Sudbury Teachers' College and The University of Ottawa Teachers' College

Location and Courses

Two courses, each leading to a certificate valid for teaching for five years in elementary-school classrooms attended by French-speaking pupils where both English and French are used as languages of instruction in various subjects of the courses of study, will be offered, during the College year 1968-1969, at the Sudbury and University of Ottawa Teachers' Colleges. These are:

1. a One-year Course, for applicants who hold the required Grade 13 or equivalent standing, leading to an Interim Elementary-School Teacher's Certificate;

2. a Two-year Course, for applicants who hold the required Grade 12 standing, leading to an Interim Elementary-School Teacher's Certificate.

Conditions of Admission

The academic requirement in September, 1968, for admission to the One-year Course leading to an Interim Elementary School Teacher's Certificate is standing in:

1 the three-hour paper in Grade 13 English (or English Composition and English Literature of this Grade);

2 the three-hour paper in Grade 13 français (or littérature française and composition française of this Grade); and

3 three additional Grade 13 credits.

The following three-hour Grade 13 examinations, if written successfully, will count as two credits; English, français, French, German, Greek, Italian, Latin, Russian, Spanish, Mathematics A and Mathematics B. The following Grade 13 examinations, if written successfully, will count as one credit: History, Geography, Algebra, Geometry, Trigonometry and Statics, Mathematics of Investment, Physics, Chemistry, Biology, Botany, Zoology, Accountancy Practice, Secretarial Practice, Music, Art, and the Composition, Authors, or Literature part of a paper written prior to 1966. An applicant, however, may not claim more than two credits for standing in any one language or more than two credits for any combination of Botany, Zoology, and Biology, or more than three credits for standing in Mathematics.

In lieu of the Grade 13 standing required, an applicant may submit evidence of successful completion of the Pre-University year of the University of Ottawa provided that the course includes English 0402 and 0422, or Anglais 0422 and français 0412 and 0432 or evidence of successful completion of the Preliminary Year at the Laurentian University of Sudbury provided that the course includes English 1, or English 2 and 3, and français 1, or français 2 and 3.

The academic requirement in September, 1968, for admission to the Two-year Course leading to the Interim Elementary-School Teacher's Certificate will be the Secondary School Graduation Diploma of the Five-year Program in one of the Branches or of the General Course with at least *four* options, one of which shall be littérature française and composition française.

Special provisions are made for the admission to a Teachers' College of persons with service in the Forces during the Second World War. Ex-servicemen and ex-servicewomen who wish to attend the Sudbury Teachers' College or the University of Ottawa Teachers' College and who hold at least Grade 12 standing are advised to place their cases before the Registrar of the Department of Education, 44 Eglinton Ave. W., Toronto 12, stating the secondary school standing held and making clear the nature and duration of their war service.

Other Requirements

For other requirements for admission to the Teachers' College, applicants are referred to Part I of this Calendar, page 25.

Programs of Study

One-year Course

The program of studies for the One-year Course at the Sudbury Teachers' College and the University of Ottawa Teachers' College, during the college year 1968-1969, shall be as follows:

Group 1 Foundations of Education: Philosophy in Education; Psychology in Education

Group 2 Curriculum: Administration; Teaching Methods; Construction and Content

Group 3 Library Services; Religious Instruction

Group 4 Directed observation and practice teaching in elementary schools

Two-year Course, Sudbury Teachers' College

The program of studies for the Two-Year Course, First Year, shall be as follows:

Group 1 Academic Subjects: Français; *two* of History, Geography, Mathematics

Group 2 Foundations of Education: Child Psychology

Group 3 Curriculum: Teaching Methods; Construction and Content

Group 4 Library Services; Religious Instruction

Group 5 Directed observation and practice teaching in elementary school classrooms

The program of studies for the Two-year Course, Second Year, shall be as follows:

Group 1 Academic Subjects: Français; English; *one* of History, Geography, Latin not taken in the First Year

Group 2 Foundations of Education: Philosophy in Education; Psychology in Education

Group 3 Curriculum: Administration; Teaching Methods; Construction and Content

Group 4 Audio-Visual Education; Religious Instruction

Group 5 Directed observation and practice teaching in elementary school classrooms

NOTE: **To obtain an Interim Elementary School Teacher's Certificate, Standard I, a candidate must achieve standing in all professional subjects and at least 7 academic credits.**

Two-year Course, University of Ottawa Teachers' College

The program of studies for the Two-year Course, First Year, shall be as follows:

Group 1 Academic Subjects: Français; Latin or Mathematics; History

Group 2 Foundations of Education: Child Psychology; Philosophy in Education

Group 3 Curriculum: Teaching Methods, Construction and Content

Group 4 Audio-Visual Education; Religious Instruction

Group 5 Directed observation and practice teaching in elementary school classrooms

The program of studies for the Two-year Course, Second Year, shall be as follows:

Group 1 Academic Subjects: Français: English; Geography or Mathematics

Group 2 Foundations of Education: Psychology in Education

Group 3 Curriculum: Administration; Teaching Methods; Construction and Content

Group 4 Audio-Visual Education; Religious Instruction

Group 5 Directed observation and practice teaching in elementary school classrooms

NOTE: **To obtain an Interim Elementary School Teacher's Certificate, Standard I, a candidate must achieve standing in all professional subjects and at least 7 academic credits.**

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the Primary and Junior Divisions, and of Grades 7 and 8 of the Intermediate Division. While detailed treatment of the work of the Kindergarten and of Grades 9 and 10 will not be required, attention will be directed to the place of the Kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in classrooms in the various Divisions of the elementary school. Observation and practice teaching in Grades 9 and 10 will not be required.

Students who exhibit marked deficiencies in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, will be organized into groups under the guidance of the staff for the purpose of planning and carrying out a program of self-improvement.

Sessional Records

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student who in any examination subject obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from the final examination in that subject.

Final Standing

The final examination papers in Group 1 and Group 2 of the One-year Course and in Groups 1, 2 and 3 of the Two-year Course, First and Second years, will be prepared by the staff of each Teachers' College and will be written at the end of the third term on the dates and at the hours set by the Department of Education.

One-year Course

The five final examination papers of the One-year Course shall be in the subjects of Groups 1 and 2.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for sessional records and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose the maximum of marks in the case of each paper will be 200.

A candidate who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group 1, and Group 2 and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary-School Teacher's Certificate.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the One-year Course and who passes in practice teaching may write supplementary examinations during August, 1969, on the dates and at the hours set by the Department of Education. A candidate who fails in one final examination or one supplementary examination paper may be exempted from further attendance and may complete his standing by passing at one or more future examinations the final paper in the subject in which he failed.

A candidate in the One-year Course who fails in practice teaching, or who passes in practice teaching but fails in two or more final examination subjects of Group 1 and Group 2, or in two supplementary examinations written in August, 1969, may complete his standing by repeating attendance at a subsequent January to June term, preferably at a different Teachers' College from that previously attended, and by passing in the practice teaching and final exam-

inations of that term. Such students are advised, however, to repeat the entire session if possible.

Two-year Course, First Year, Sudbury Teachers' College

The final examination papers of the First Year of the Two-year Course shall be in the subjects of Groups 1, 2 and 3.

Two-year Course, First Year, University of Ottawa Teachers' College

The final examination papers of the First Year of the Two-Year Course shall be in the subjects of Groups 1, 2 and 3.

A candidate in the First Year of the Two-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Groups 1, 2 and 3, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be admitted to the Second Year of the Course.

Candidates in the First Year of the Two-year Course who fail in not more than two of the examination subjects of Groups 1, 2 and 3 of the First Year and who pass in practice teaching will be granted conditional admission to the Second Year of the Course, but such candidates will be required to write at the next annual examination the final paper or papers in the subjects of the First Year in which they failed, and shall not be granted standing for the First Year until they have passed in such paper or papers.

Candidates in the First Year of the Two-year Course who fail in practice teaching, or who pass in practice teaching but fail in three or more of the examinations of Groups 1, 2 and 3 of the First Year, may complete their standing by repeating attendance from September to June in a subsequent school year, preferably at a different Teachers' College, and by passing in practice teaching at the final examinations in that year.

It should be noted that students in the First Year of the Two-year Course, 1968-1969, will not be eligible for employment by Boards of Trustees as teachers for the school year 1969-1970, and that no Letters of Permission authorizing the employment of such students in that school year will be issued to Boards of Trustees. This ruling applies to students who are successful in the First Year and those who fail to obtain complete standing.

Two-year Course, Second Year, Sudbury Teachers' College

The final examination papers of the Second Year of the Two-year Course shall be in the subjects of Groups 1, 2 and 3.

Two-Year Course, Second Year, University of Ottawa Teachers' College

The final examination papers of the Second Year of the Two-year Course shall be in the subjects of Groups 1, 2 and 3.

A candidate in the Second Year of the Two-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Groups 1, 2 and 3 and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary-School Teacher's Certificate.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the Two-year Course, Second Year, and who passes in

practice teaching may write supplementary examinations during August, 1969, on the dates and at the hours set by the Department of Education. A candidate who fails in one final examination or one supplementary examination paper may be exempted from further attendance and may complete his standing by passing at one or more future examinations the final paper in the subject in which he failed.

A candidate in the Two-year Course, Second Year, who fails in practice teaching, or who passes in practice teaching but fails in two or more final examination subjects of Groups 1, 2 and 3, or in two supplementary examinations written in August, 1969, may complete his standing by repeating attendance at a subsequent January to June term, preferably at a different Teachers' College from that previously attended, and by passing in the practice teaching and final examinations of that term. Such students are advised, however, to repeat the entire session if possible.

Appeals

A candidate who has passed in practice teaching but has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, 44 Eglinton Ave. W., Toronto 12, accompanied by a fee of $2 per paper, made payable to The Treasurer, Province of Ontario. This fee will be returned to the candidate if the appeal is sustained.

NOTE: In the case of August supplementary examinations, an appeal will not be granted.

General Information

For information regarding opening and closing dates of the Teachers' College year, application for admission, board and lodging, duties of students, X-ray, medical examination, student organizations, etc., reference should be made to Part I of this Calendar.

Courses of Study, One-year Course

GROUP 1

FOUNDATIONS OF EDUCATION:

Philosophy in Education

A preliminary study of the philosophical background of modern educational problems aimed at encouraging the student to think critically about contemporary theories and issues in education.

Psychology in Education

A preliminary study of child growth and development, the learning process, and their implications for the elementary school teacher.

GROUP 2

CURRICULUM:

Administration

A study of the role of the teacher and his relationship with pupil, school and society: the Ontario Educational System, School Laws and Regulations; administration of classrooms; grouping of pupils; maintenance of school records; relationships with employers, supervisory personnel, colleagues, parents and community agencies; educational and professional organizations; teacher's professional growth.

Teaching Methods

A critical examination of those teaching procedures which apply to all aspects of the curriculum: *Elements:* teacher preparation and planning, motivation and rapport, timing and sequence, questioning, consolidation, pupil records; *Procedures:* development of skills, knowledge, appreciations, attitudes: induction-deduction, discussion, drill, review, project and enterprise, field trip and excursion, research, discovery, programmed learning; *Resources:* use of audio-visual materials, traditional and modern; *Evaluation:* testing, diagnostic and remedial procedures; *Integration of the Curriculum.*

Construction and Content

A more detailed study of the aims, scope, content, sequence, and construction of the following subjects of the curriculum of the Primary, Junior and Intermediate Divisions of the elementary school, with special emphasis on curriculum building, unit planning, flexibility of methods to meet interests and needs of individual children, methods and materials particular to each subject:

Français: development of the interrelated skills of speaking, listening, writing and reading with particular emphasis on current practices in beginning reading; individual differences in reading ability; the development of appre-

ciation and taste for literature; contemporary resources in children's verse, fiction, and non-fiction; creative and utilitarian writing; handwriting; spelling, usage and grammar as functions of children's needs in communication.

English: development of the interrelated skills of speaking, listening, writing and reading of English as a second language with particular emphasis on current practices in beginning reading; individual differences in reading ability; the development of appreciation and taste for literature; contemporary resources in children's verse, fiction, and non-fiction; creative and utilitarian writing; handwriting; spelling, usage and grammar as functions of children's needs in communication.

Mathematics: the underlying structures and unifying principles of mathematics and the development of children's basic mathematical concepts; an investigation of current teaching approaches which link mathematical understanding to child development.

Social Studies, History and Geography: development of children's understanding of man's relationship with his environment in the past and in the present, particularly his relationship with his fellow men; insight into other cultures; understanding of privileges and responsibilities of citizenship; awareness of current local, national and international problems.

Science: development of an expanding curriculum based upon each child's direct contact with selected materials in his environment; the provision of individual and group learning experiences inside and outside the College in discovering and applying scientific data and principles.

Art: the philosophy and characteristics of contemporary art education; the development of child growth in art; experience with varied two and three-dimensional media; appraisal of children's art; acquaintance with the community's art resources.

Music: development of child growth in music; teaching by rote and by note; experiences in ear-training, sight singing, part-singing, and conducting; development of music appreciation; familiarity with suitable song material.

Health: planning experiences to develop the child's concept of healthful living; helping to create healthful classroom, school, home and community environments.

Physical Education: activities to provide for the child's physical growth and development; experiences as participant and leader in games, dance and gymnastics; selecting, ordering and maintaining equipment; safety procedures; co-curricular programmes.

GROUP 3

Library Services: an examination of the facilities of the Teachers' College library; the functions of the elementary school library, the public library, and the travelling library.

Religious Instruction

Courses of Study, Two-year Course, First Year

Sudbury Teachers' College

Group 1

ACADEMIC SUBJECTS

Français
French language and literature at Grade 13 or pre-university year level.

History
History at Grade 13 or pre-university year level.

Geography
Geography at Grade 13 or pre-university year level.

Mathematics
Mathematics at Grade 13 or pre-university year level.

NOTE: **Details of the above academic courses will be supplied by the Principal of the Teachers' College concerned.**

Group 2

FOUNDATIONS OF EDUCATION

Child Psychology
A preliminary study of child growth and development.

Group 3

CURRICULUM

Teaching Methods
See Group 2 of the One-year Course, page 53.

Construction and Content

Français.
See Group 2 of the One-year Course, page 53.

English
See Group 2 of the One-year Course, page 54.

Social Studies, History and Geography
See Group 2 of the One-year Course, page 54.

Science
See Group 2 of the One-year Course, page 54.

Art
See Group 2 of the One-year Course, page 54.

Physical Education
See Group 2 of the One-year Course, page 54.

Group 4

Library Services
See Group 3 of the One-year Course, page 54.

Religious Instruction

University of Ottawa Teachers' College

Group 1

ACADEMIC SUBJECTS

Français
French language and literature at Grade 13 or pre-university level.

History
History at Grade 13 or pre-university year level.

Latin
Latin at Grade 13 or pre-university year level.

Mathematics
Mathematics at Grade 13 or pre-university year level.

NOTE: **Details of the above academic courses will be supplied by the Principal of the Teachers' College concerned.**

Group 2

FOUNDATIONS OF EDUCATION

Child Psychology
A preliminary study of child growth and development.

Philosophy in Education
See Group 1 of the One-year Course, page 53.

Group 3

CURRICULUM

Teaching Methods
See Group 2 of the One-year Course, page 53.

Construction and Content

Français
See Group 2 of the One-year Course, page 53.

English
See Group 2 of the One-year Course, page 54.

Social Studies, History and Geography
See Group 2 of the One-year Course, page 54.

Music
See Group 2 of the One-year Course, page 54.

Health
See Group 2 of the One-year Course, page 54.

Group 4

Library Services
See Group 3 of the One-year Course, page 54.

Religious Instruction

Courses of Study, Two-year Course, Second Year

Sudbury Teachers' College

Group 1

ACADEMIC SUBJECTS

Français
French language and literature at Grade 13 or pre-university year level.

English
English at Grade 13 or pre-university year level.

History
History at Grade 13 or pre-university year level.

Geography
Geography at Grade 13 or pre-university year level.

Latin
Latin at Grade 13 or pre-university year level.

NOTE: **Details of the above academic courses will be supplied by the Principal of the Teachers' College concerned.**

Group 2

FOUNDATIONS OF EDUCATION

Philosophy in Education
See Philosophy in Education of One-year Course, page 53.

Psychology in Education
A preliminary study of the learning process and its implications for the elementary school teacher.

Group 3

CURRICULUM

Administration
See Group 2 One-year Course, page 53.

Teaching Methods
See Group 2 One-year Course, page 53.

Construction and Content

Français
See Group 2 of the One-year Course, page 53.

English
See Group 2 of the One-year Course, page 54.

Mathematics
See Group 2 of the One-year Course, page 54.

Music
See Group 2 of the One-year Course, page 54.

Health
See Group 2 of the One-year Course, page 54.

Group 4

Audio-Visual Education
Program will be provided by the Master concerned.

Religious Instruction

University of Ottawa Teachers' College

Group 1

ACADEMIC SUBJECTS

Français
French language and literature at Grade 13 or pre-university year level.

English
English at Grade 13 or pre-university level.

Geography
Geography at Grade 13 or pre-university year level.

Mathematics
Mathematics at Grade 13 or pre-university year level.

NOTE: **Details of the above academic courses will be supplied by the Principal of the Teachers' College concerned.**

Group 2

FOUNDATIONS OF EDUCATION

Psychology in Education
A preliminary study of the learning process and its implications for the elementary school teacher.

Group 3

CURRICULUM

Administration
See Group 2 of the One-year Course, page 53.

Teaching Methods
See Group 2 of the One-year Course, page 53.

Construction and Content

Français
See Group 2 of the One-year Course, page 53.

English
See Group 2 of the One-year Course, page 54.

Mathematics
See Group 2 of the One-year Course, page 54.

Science
See Group 2 of the One-year Course, page 54.

Art
See Group 2 of the One-year Course, page 54.

Physical Education
See Group 2 of the One-year Course, page 54.

Group 4

Audio-Visual Education
Program will be provided by the Master concerned.

Religious Instruction

Books of Reference

(Supplement to Reference List in Part I of this Calendar)

Administration

See Books of Reference, page 34.

Art

AGEL et AGEL, *Précis d'initiation au cinéma* (2e édition). Editions et l'Ecole, Paris, France, 1957.
BOIVINEAU et BOULER, *L'enfance de l'art.* Lalergerie, 1959.
LAMBRY, *Le langage des lignes.* Maison de la Bonne Presse, Paris, France.
LAMBRY et LAMBRY, *Tous artistes.* Maison de la Bonne Presse, Paris, France.

Audio-Visual Education

GIRAUD, *Comment enseigner par les moyens audio-visuels.* Fernand Nathan, Paris, France, 1957.
LAFRANC ET AL, *Les techniques audio-visuelles au service de l'enseignement.* Editions Bourrelier, Paris, France, 1961.

Children's Literature

BOULIZON, *Anthologie littéraire,* 2 vols; Livres roses et séries noires. Beauchemin, Montréal, 1957.
BRYANT, *Comment raconter des histoires aux enfants,* 2 vols. Fernand Nathan, Paris, France.
CAPPE, *Expériences dans l'art de raconter des histoires* (2e édition). Casterman, Paris, France, 1952.
GERIN, *Tout sur la presse enfantine.* Centre de Recherches de la Bonne Presse, Paris, France, 1958.
SORIANO, *Guide de la littérature enfantine.* Flammarion, Paris, France, 1959.
TRIGON, *Histoire de la littérature enfantine de ma mère l'oye au roi Babar* (2e édition). Hachette, Paris, France.
VEROT, *Les enfants et les livres.* Sabri, Paris, France, 1954.

English

See Books of Reference, page 35.

French

BARBEAU, *Le français au Canada,* L'Académie Canadienne-Française, Montréal, 1963.
BRUN ET AL, *L'art de composer et de rédiger.* Baude, Bruxelles, Belgique.
CHANTAL, *Chroniques de français, tome 1,* (nouvelle édition). Editions de l'Université d'Ottawa, 1961.

CRESSOT, *Le style et ses techniques* (4e édition). Presses Universitaires de France, Paris, France, 1959.
DAVIAULT, *Langage et traduction.* Imprimeur de la Reine, Ottawa, 1962.
DROLET, *Bibliographie du roman canadien-français, 1900-1950.* Presses Universitaires Laval, Quebec, 1955.
GAGNON, *Sans cailloux.* Granger, Montréal, 1946.
GALICHET et MONDOUARD, *Grammaire française expliquée et enseignement méthodique de l'orthographe* (9e édition). Charles-Lavauzelle, Paris, France, 1961.
GREVISSE, *Le bon usage* (8e édition). Duculot, Paris, France, 1963.
LAURENCE, *Notre français sur le vif.* Centre de Psychologie et de Pédagogie, Montréal.
MAROUZEAU, *La linguistique ou science du langage* (3e édition). Geuthner, Paris, France, 1950.
VINAY et DARBELNET, *Stylistique comparée de français et de l'anglais.* Didier, Paris, France, 1958.

Health

BOURREIL, *Sciences naturelles; Anatomie et physiologie humaines; Hygiene.* Les Editions de l'Ecole, Paris, France, 1961.
DESIRE et VILLENEUVE, *Anatomie, physiologie, hygiène.* Centre Educatif et Culturel, Montréal, 1962.
ORIA et RAFFIN, *Anatomie et physiologie, microbiologie et secourisme, hygiène* (7e édition). Hatier, Paris, France, 1962.

Library Services

DOUGLAS, *La bibliothèque d'école primaire et ses différentes fonctions.* U.N.E.S.C.O., Paris, France, 1961.
TOUPIN, *La bibliothèque à l'école.* Fides, Montréal.
VINET, *La bibliothèque, instrument de travail.* Centre de Psychologie et de Pédagogie, Montréal.

Mathematics

DIONNE, ROBERT et TRUDEL, *Introduction aux mathématiques nouvelles, Guide methodique, Tome I.* Holt, Rinehart & Winston, 1966.
MIALARET, *L'enseignement des mathématiques.* Presses Universitaires de France, Paris, France, 1964.
PIAGET, BETH, ET AL. *L'enseignement des mathématiques.* Delachaux & Niestlé, Paris, France, 1960.
POLYA, *Comment poser et résoudre un problème.* Dunod, Paris, France, 1962.

Music

FENWICK, *Riel, La grande aventure du solfège.* Gage, Toronto.
FRAIKIN, *Premières initiations musicales par le disque.* Editions Universitaires, Bruxelles, Belgique, 1960.
PELLETIER, *Initiation à l'orchestre.* Fides, Montréal, 1948.

Physical Education

PAPLAUSKAS-RAMUNAS, *L'éducation physique dans l'humanisme intégral* (2e édition). Les Editions de l'Université d'Ottawa, 1960.

Psychology in Education

ARTHUS, *Un monde inconnu nos enfants* (3e édition). Casterman, Paris, France, 1957.
DUHR, *L'art des arts d'éduquer un enfant* (6e édition). Mulhouse, Editions Salvator, 1961.
JAQUIN, *Grand lignes de la psychologie de l'enfant* (2e édition). Fleurus, Paris, France, 1952.
LEIF et RUSTIN, *Pédagogie spéciale.* Delagrave, Paris, France, 1959.
MONTESSORI, *L'esprit absorbant de l'enfant.* Desclee de Brouwer, Paris, France, 1959.
PIAGET, *La naissance de l'intelligence chez l'enfant* (3e édition). Delachaux et Niestlé, Paris, France, 1959.
SCHLEMMER, *De l'enfant à l'homme.* Les Editions Ouvrières, Paris, France, 1958.
VINETTE, *Méthodologie spéciale; Pédagogie générale.* Centre de Psychologie et de Pédagogie, Montréal.

Religious Instruction

Catéchisme biblique, (3e édition). Editions du Cerf, Paris, France, 1958.
CATECHISME BIBLIQUE, Manuels: *Tome I, Dieu et Notre Rédemption; Tome II, L'Eglise et les Sacrements; Tome III, La vie selon les commandements de Dieu; Tome IV, L'Etat final des choses.* Editions du Cerf, Paris, France.
JUNGMANN, *Catéchèse, objectifs et méthodes de l'enseignement religieux* (2e édition). Editions de Lumen Vitae, Bruxelles, Belgique, 1955.
LEFEBVRE et PERIN, *L'appel du Seigneur.* Editions de Gigord, Paris, France, 1961.
SIRONVAL, *Pour une pédagogie catéchétique.* Casterman, Paris, France. 1961.

Science

GODIER, MOREAU et MOREAU, *Les leçons de choses, 2 vols.* Fernand Nathan, Paris, France, 1958, 1955.
LOUIS-MARIE, *Flore-manuel de la Provence de Québec* (3e édition). Centre de Psychologie et de Pédagogie, Montréal.

Social Studies

JOSSERAND, BASSECOULARD ET AL, *L'enseigement de l'histoire.* Bourrelier, Paris, France, 1951.
LANCTOT, *Histoire du Canada, Tomes I, II, III.* Beauchemin, Montréal, 1960, 1963, 1964.
TRUDEL, *Atlas historique du Canada français des origines à 1867.* Les Presses de l'Université Laval, Quebec, 1961.
WADE, *Les Canadiens français des 1760 à nos jours, Tome I; Les Canadiens français, Tome II.* Cercle du Livre de France, Montréal, 1963, 1964.

Part III

Calendar of the Primary School Specialist Certificate Course

The Teachers' College Primary School Specialist Certificate Course

Locations

A one-year course leading to an Interim Primary School Specialist's Certificate valid for teaching for five years in Junior and Senior Kindergartens and Grades 1 and 2 of the Elementary Schools of Ontario will be offered at the following centres provided that the number of applicants justifies the establishment of the Course:

Hamilton Teachers' College,
King Street West,
Hamilton, Ontario

Ottawa Teachers' College,
195 Elgin Street,
Ottawa, Ontario

Toronto Teachers' College,
951 Carlaw Avenue,
Toronto 6, Ontario

Conditions of Admission

For admission to the Interim Primary School Specialist Certificate Course, the applicant shall submit with her application one of the following:

(a) an Interim or Permanent Ontario Elementary-School Teacher's Certificate or an Interim or Permanent Ontario First Class Certificate or an equivalent Letter of Standing;

(b) a certificate that the applicant holds a university degree. This degree must be equivalent to that required for admission to the Type B High School Assistant's Course at an Ontario College of Education and be approved as to standard and content of courses by the Minister of Education.

If the applicant has not formerly attended a Teachers' College, she shall also submit:

(i) a birth certificate;

(ii) a certificate from a clergyman, or other competent authority, that she is of good moral character; and

(iii) evidence that she is a Canadian citizen or a "landed immigrant".

An applicant eligible for admission to the Primary School Specialist Certificate Course, who holds a Kindergarten Director's Certificate, a Kindergarten-Primary Certificate or a Primary Methods Certificate, Primary Methods, Parts I and II, may be exempted from attendance during the months of September, October, November and December.

Application Forms

An application form for admission to the Primary School Specialist Certificate Course may be obtained from the Principal of the college concerned after April 1.

The application form should be returned to the Principal before July 15, with certificates of birth, character, and academic standing.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. *The card should be taken by the applicant to the Teachers' College when she reports on opening day.*

Session, Terms, Vacations, Duties of Students, Financial Aid, etc.

For information regarding the above matters, applicants are referred to Part I of this Calendar.

Program of Study

The program of study for the course leading to the Interim Primary School Specialist's Certificate shall be as follows:

Group 1 Educational Psychology; School Management; History of Primary Education; English; Arithmetic; Social Studies; Health; Science; Art; Music; Physical Education.

Group 2 Library Methods; Methods in Religious Education; Religious Instruction.

Group 3 Directed observation and practice teaching in Junior and Senior Kindergartens and Grades 1 and 2 of the elementary schools.

Sessional Records

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student, her adaptability to teaching, and the probability of her future success as a teacher will be taken into consideration in determining her sessional standing.

A student who, in any examination subject, obtains 66 per cent of the marks assigned to the subject on the sessional records may, on the recommendation of the principal and staff, be exempted from the final examination in that subject.

Final Standing

The final examination papers in Group 1 of the course will be prepared by the staff of the Teachers' College and will be written during the last two weeks of the third term on the dates and at the hours set by the Department of Education. The six final examination papers shall be as follows: Educational Psychology; School Management and History of Primary Education; English; Arithmetic, Social Studies, Health, and Science; Art, Music, and Physical Education; Practical Music.

The maximum number of marks for each subject shall be 200 of which 100 shall be for the sessional record and 100 for the final examination. The maximum number of marks for practice teaching shall be 1000. The standing for extramural candidates shall be determined by the final examinations in which case the maximum number of marks for each subject shall be 200.

Where a student otherwise qualified obtains at least 600 marks in practice teaching, and, for each examination subject, is either exempted from writing the final paper on the basis of term work or obtains a total of 120 marks for the

sessional record and the final examination, she shall be granted an Interim Primary School Specialist's Certificate.

A candidate otherwise qualified who fails in not more than two of the final examination subjects of the Primary School Specialist Certificate Course and who passes in practice teaching may write supplementary examinations during August, 1969, on the dates and at the hours set by the Department of Education. A candidate who fails in one final examination or one supplementary examination paper may be exempted from further attendance and may complete her standing by passing at one or more future examinations the final paper in the subject in which he failed.

A candidate in the Primary School Specialist Certificate Course who fails in practice teaching, or who passes in practice teaching but fails in two or more final examination subjects, or in two supplementary examinations written in August, 1969, may complete her standing by repeating attendance at a subsequent January to June term, preferably at a different Teachers' College from that previously attended, and by passing in the practice teaching and final examinations of that term. Such students are advised, however, to repeat the entire session if possible.

Appeals

Provided that she has passed in practice teaching, a candidate who has failed in one or more examination papers may have her case reconsidered if she submits an appeal with a statement of the grounds upon which it is based, accompanied by a fee of $2 per paper, made payable to the Provincial Treasurer of Ontario, to the Deputy Minister of Education within two weeks after the announcement of the examination results. This fee will be returned to the candidate if the appeal is sustained.

NOTE: In the case of August supplementary examinations, an appeal will not be granted.

Extra-Mural Candidates

An extra-mural candidate who plans to write all or certain of the final examinations for the Primary School Specialist's Certificate shall apply for permission to do so to the Deputy Minister, Department of Education, 44 Eglinton Ave. W., Toronto 12, before April 15.

An extra-mural candidate who has not previously been admitted to the teaching profession in Ontario in so far as her health status is concerned will be required to establish proof of freedom from active tuberculosis. Arrangements for a tuberculin test, and an x-ray if necessary, will be made either before or during the examination week.

Permanent Certificates

An Interim Primary School Specialist's Certificate may be exchanged for a Permanent Primary School Specialist's Certificate after completion by the candidate of two years successful teaching, subsequent to the date of the Interim Certificate, in Junior or Senior Kindergarten or in Grades 1 or 2 of an elementary school. Such successful teaching must be duly certified by the superintendent concerned. An application form for a Permanent Certificate may be obtained on request from the Deputy Minister of Education, 44 Eglinton Ave. W., Toronto 12.

501/Educational Psychology

1. Child Study

Child development as a basis for education; physical, mental, emotional, and social growth of children, exceptional and handicapped children; characteristics and development of good mental health; behaviour problems.

2. General Methodology

Lesson planning; the learning process; principles of learning; retention of knowledge and skills; formation of desirable habits and attitudes; testing; diagnostic and remedial practices; co-operative learning activities; teaching and classroom experiences.

3. Institute of Child Study

Lectures, observation and practice at an Institute of Child Study or similar institute in centres where these are available.

502/School Management

1. The Ontario School System

The Department of Education; local administrative units; the board of trustees; the superintendent; the principal; the teacher; records and reports; School Acts and Regulations.

2. The School Environment

Buildings; classrooms; furnishings; equipment and supplies; heating; lighting; ventilation; toilets; handwashing facilities; blackboards; lockers; storage space; display space; floor treatment; playground.

3. School Organization

Objectives and organization of the Kindergarten and of the Primary Division; classification of pupils; school days and holidays; spring registration; enrolment; daily and general registers; day book; pupils' record cards; report cards; promotion reports; duties of the teacher, pupils, and trustees under the Ontario Public Health Acts and Regulations.

4. Routines

Management of reception, assembly, free play, health inspection, washroom, cloakroom, luncheon, rest, dismissal, and fire drills.

5. Program

Time-tables; planning for the day, the week, the month, and the year; the first day and the first week in school; group activities and enterprises; interest span; play periods; supervision; development of self-direction; special days.

6. The Child

Health and safety; relations with playmates and school staff; provision for individual differences; case studies of classroom problems.

7. The Teacher

Personal qualifications; health; certification; appointment, contract, tenure, resignation; dismissal; sick leave; superannuation; relations with trustees, parents, supervisors, staff, and pupils; the Teachers' Federation; professional improvement.

8. Community Relations

The school and the community; the Home and School Association; agencies concerned with child welfare; parent-teacher conferences.

503/History of Primary Education

Progress of primary education through the years; contributions of Comenius, Rousseau, Pestalozzi, Froebel and Montessori; influence of child study on the program in Kindergarten and Grades 1 and 2.

Development of primary education in Ontario; introduction of the Kindergarten; preparation of teachers; Kindergarten-Primary movement; Nursery School; Junior Kindergarten; unit and grouping plans in Grades 1 and 2; primary curricula and textbooks.

504/English

Reading selections of prose and poetry to young children; conversation; discussion; general and particular vocal responses; picture reading; dramatization; correction of faulty speech; understanding the speech of others; use of a pleasing tone in oral response; growth of vocabulary; influence of environment; preparation for reading; reading readiness; experience records; methods of teaching reading; phonics; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers; use of teachers' manuals; supplementary reading; corrective exercises; verse speaking and verse making; story-telling; word study; sentence study; paragraph study; letter writing; mechanics; methods of teaching spelling; printing; writing.

505/Arithmetic

Number knowledge of pupils entering school; opportunities for number experiences in the Kindergarten and Primary Grades; materials of instruction; the objectives of arithmetic instruction in Grades 1 and 2; sequence of topics; methods of teaching; social applications of number; measurement of number achievement.

506/Social Studies

Socializing experiences in the Kindergarten and Grades 1 and 2; desirable social attitudes; acceptable behaviour patterns; scope and objectives of a typical program in Social Studies in Kindergarten and Grades 1 and 2; child experiences related to the family, helpers, neighbourhood, and community as a basis for discovering principles of social living; stories illustrating good family and per-

sonal relationships; excursions; group activities; audio-visual aids; opportunities for teaching provided by special occasions, e.g., Thanksgiving, Commonwealth Day, etc.; correlation with language, reading, art, etc.

507/Health

Pre-school medical examination; protection against diphtheria, smallpox, poliomyelitis; emphasis on health related to safety; procedure in case of illness or accident; communicable diseases; objectives of the health instruction in Kindergarten and Primary Grades; scope of a typical program in each of the Kindergarten and Grades 1 and 2; methods of teaching; correlation with other school subjects; healthful school living; health services in the school and community.

508/Science

Development of out-turning interest towards the world around the child; desirable attitudes towards nature; studying the growth of living things; recognition of flowers, trees and birds; care of pets; review from the standpoint of pedagogy of topics for a typical course of study in Science for Grades 1 and 2; the class excursion; activities related to window boxes, insect cages, aquaria, vivaria; methods of studying common natural phenomena, e.g., snow, frost, ice, rain, moon, sun, buds, leaves, flowers, seeds, cocoons; nature calendars; conservation of wild flowers, birds, etc.; correlation of science with other subjects of the curriculum.

509/Art

Purpose of the course in art; characteristics of contemporary art education; stages of development in child art; appraisal of children's work; preparing for art activities; materials and media suitable for children; techniques of instruction and supervision; encouraging the creative work of children; professional development of the teacher in guiding child art.

510/Music

1. Theory

Simple keyboard harmony; extemporization; transposition; writing of original melodies; basic study of form.

2. Methodology

Objectives of the music program in Junior and Senior Kindergarten and in Grades 1 and 2; methods of teaching rote songs; developing the child's singing voice; response to rhythym; remedial work in pitch and rhythm; note values; music phrases; rhythm band; preparation for sequential studies; oral and blackboard dictation; the melody approach to note reading.

3. Supplementary Activities

Participation in choral music; development of taste and experience; opportunities for conducting and accompanying; suitable program material; use of school radio broadcasts; listening to music.

4. Physical Education

Purpose and objectives of the physical education program; principles of movement; growth and development patterns; rhythmic movement; physical response

to music; dramatic play; singing games; use of large and small equipment; activities in the out-of-doors, the gymnasium, the classroom; safety in play.

511/Library Methods

1. School Library Service

The Teachers' College library; use of card catalogues, indexes, reference books, periodicals and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; selection and purchase of books; library records.

2. Children's Literature

Development of children's literature; guiding the child's reading programs; modern trends in text illustration, and format of children's books.

Religious Education

1. Religious Exercises

Conducting prayers, hymns, and the National Anthem; speaking of memorized verses; choral reading.

2. Methodology

Use of the Teachers' Guides; story telling dramatization; memorization; treatment of typical lesson units; review; correlation with other subjects.

3. Departmental Regulations

A study of the regulations relating to Religious Exercises and Religious Education in the Public Schools.

Religious Instruction

Religious instruction for students will be provided by local clergymen of the different denominations.

Books of Reference

(Supplement to Reference List in Part I of this Calendar)

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